EDUCATIONAL RESOURCES AND TECHNIQUES

BACK TO SCHOOL ISSUE
SEPTEMBER 1961

THE OFFICIAL
TEXAVED
JOURNAL

The Unique Contribution

Today, as never before, the teacher is recognized as a vital member of our society. In short supply, overburdened, under pressures unlike any faced by his predecessors, the teacher realizes with increasing conviction that he must evaluate every teaching tool against the real contribution it can make to the learning process under his supervision.

What is needed now as never before is the sure knowledge that there is a "unique contribution" inherent in every modern aid used in the classroom. We have made these words—"the unique contribution"—a standard of utility and excellence over the years, and they are still the basic criteria used to determine whether a sound motion picture should be made and released by us for classroom use.

Uncounted teachers who have used EBF films since they pioneered the audio-visual field more than thirty years ago know how to identify the potent effectiveness of these materials. And thousands more, newer in the field of teaching, have come to learn that the EBF symbol is an assurance of satisfaction and genuine help in the teaching experience.

Maurice B. Mitchell
President, Encyclopaedia Britannica Films

Encyclopaedia Britannica Films New Catalogue No. 31, "The Unique Contribution." More than 1100 films for all levels of education plus complete courses on film in Chemistry and Physics.

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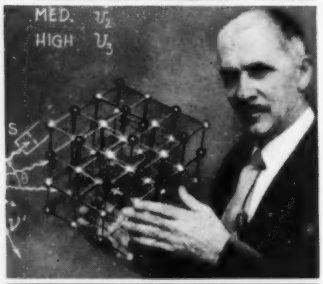
Films Incorporated New Catalogue No. 61, "Profile of The American Film." The world's finest 16mm library. The most important selection of Hollywood feature films and short subjects from the major producers and independent studios.

Please write for free Catalogues and complete information on: Chemistry Course; Physics Course; Biology Program; EBFilmstrip series on Plant Life and Gloria & David.

ENCYCLOPAEDIA BRITANNICA FILMS
1414 Dragon Street, Dallas, Texas

Camera shoots through microscope in filming of Complete Basic Chemistry Course with Dr. John Baxter.



Atomic model used to demonstrate cubic crystal structure. Complete Introductory Physics Course on Film with Dr. Harvey White.

On location for shooting of Cave film, in new EBF Biology Program.

A new series of filmstrips that covers practically every important botanical concept taught in the high school curriculum.

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EDUCATIONAL RESOURCES and TECHNIQUES

The Official Journal of

THE TEXAS AUDIO-VISUAL EDUCATION ASSOCIATION

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FIRST IN A
TWO PART SERIES

Educational Television: An Assessment

HAROLD E. WIGREN

Dr. Harold E. Wigren is a well known personality to those engaged in audio-visual work in Texas. At present, he is Educational Television Consultant, National Education Association, and Associate Director of Audio Visual Instructional Service, NEA. He also serves as Deputy Coordinator of the Committee on International Non-Theatrical Events, NEA. He was formally Director, Audio Visual Education Department of the Houston Schools.

He is a member of numerous national and regional professional organizations and is a past president of TEXAVED and one of its charter members.

Educational television recently celebrated its ninth birthday. Nine years ago (April 14, 1952 to be exact) the Federal Communications Commission set aside 242 (later increased to 267) television frequencies for the exclusive use of education. This was a historic decision and one which has added a new dimension to American education. As one who has been closely associated with the medium since its arrival on the educational scene, I feel it entirely appropriate and proper to make some observations regarding the use which education has made of television during the nine-year span and to suggest some possibilities for future exploration.

In this article, therefore, I should like to do five things:

I. Make some observations regarding education's use of television to date.

II. Suggest some demonstrated contributions which research and experimentation show that television makes to education and point out some fringe benefits which accrue when television is used.

III. Call attention to certain problems which need study.

IV. Suggest some opportunities for learning which I feel television affords yet which remain relatively unexplored.

V. Offer some guidelines as we move ahead in our use of the medium.

SOME OBSERVATIONS REGARDING THE CURRENT STATUS OF TELEVISION'S USE BY EDUCATION

A. Extent of Use

The rise of television's use in education, while not meteoric, has been steady and consistent. From one ETV station on the air in 1953 (Houston), there are now 56, with the possibility of 10 more by the time ETV's tenth birthday rolls around. Stations are being activated at the rate of ten per year. Should the Congress grant federal support for the establishment of ETV facilities, there is likely to be a real spurt in development in another year or two. ETV has not been lacking in publicity. It is doubtful that there has ever been introduced into education an innovation that has been accompanied by more fanfare than has ETV. The Fund for the Advancement of Education recently announced that they have spent a total of more than fifty million dollars in the promotion of television for educational purposes. Other public and private agencies have also spent as much for the same purpose. Little wonder that this is a topic which holds unusual interest for leaders in curriculum and instruction. Where are we now?

56 ETV stations are on the air and regular programs are available for school use in most cities. Even so, this is only a small percentage, actually, of the school districts

in our nation. Yet the impact of ETV has been unmistakable.

2 cities have two ETV stations each (Oklahoma City and Pittsburgh).

2 other cities have petitioned for an additional channel (Miami and Milwaukee).

Los Angeles predicts that it will need 20 such channels by 1971 in order to meet the needs of its rapidly growing population area.

5 states have ETV networks (Alabama, Oklahoma, Florida, South Carolina and North Carolina).

300 closed-circuit television installations in operation.

1 regional network begun (New England); one more pending (Upper Midwest).

MPATI project off the ground, now making test flights and regular programming begins in September. This summer there are 42 workshops in progress throughout the Midwest to get teachers ready for this new educational innovation. Nearly 6,000 teachers are enrolled and programs are beamed to the workshops each morning.

This is not to say, however, that ETV has had universal acceptance in our schools. This is definitely not the case. Actually, in only a small percentage of our schools will you find television being used regularly, despite the growth I have indicated and the publicity it has had. TV has become a vital part of some school districts and unequivocally by others. It has been viewed by some as a solution to many problems facing our schools; it has been viewed by others with alarm as an electronic monster about to take over education.

B. Types of Educational Offerings

What can be said about what we have done on these television channels "in the name of education"? What observations might be made regarding the quality and scope of programming? Three observations might be made, I think:

(1) *The use of television to date by educational institutions has been weighted heavily on the side of in-school instruction.* There seems to be a noticeable lack of programming in most other areas. The fertile programming fields of in-service education by teachers, and general education of adults (for which television seems unusually well-suited) have not yet received their proportionate share of attention. In its earlier days, television had considerable use as a public relations tool to interpret the work of the schools to the public; a number of school districts produced out-of-school programs for children and youth, and even programs for pre-school youngsters. The programming seems, in short, to be somewhat one-sided and off-balance. This is due largely to two factors: (a) many public school educators feel their primary responsibility is for children, grades k-12, and that programs for adults are of secondary consideration; (b) various foundations have given heavy financial support to in-school experimentation with television, especially in testing the efficacy of its use with large classes.

(2) The in-school programs, in my opinion, have seemed to be less imaginative than one would like to see them, and to fall fairly consistently into a similar pattern from one educational television station to another. *There is still for too much emphasis on direct teaching in programs designed for classroom viewing; in fact, it seems to me that this pattern is growing rather than diminishing.* In all too many instances, the "image" of educational television in the eyes of the public — and even in the eyes of most school personnel — is still pretty much fixed as that of a superior teacher in front of a camera dispensing information to hundreds of students. This has become the rule, rather than the exception to the rule. Most programs still are designed to present course content systematically for the learner in the form of lecture and demonstration, regardless of whether the program is designed for the third grade or the twelfth! There are still too few evidences that the television teacher sees his task as one of stimulating discussion in the classroom, posing problems for solution off the air, or even of presenting unusual or hard-to-come-by materials or resources that would enrich what was already going on in the classroom. The result too often has been that the medium has become the pilot of the ship rather than the chief steward.

(3) *There are signs that the profession is becoming alert to some of these problems and is beginning to ask discerning questions regarding the role of the medium in the educational scheme of things.* Questions are being asked that reflect a healthy concern about the quality and type of experiences being offered "in the name of education". Typical of the questions being asked are: What are the unique contributions which television makes to our educational programs? What are the things it can do best? What things can other media do better? What are those things which only the teacher can do? There

(*continued on page* 14)

"More to be Taught to More"

SOLVING THIS DELIMA OF AMERICAN EDUCATION WILL PUT MORE EMPHASIS ON AV TECHNIQUES SUCH AS OVERHEAD PROJECTION

DANIEL R. MARTIN

"How can today's teachers keep up to date and effective in their job?" There is so much more that must be taught and there are so many more to be taught. "Every field of study is expanding and the demand on teacher time becomes greater." As the number of students becomes greater, the amount of subject matter is snowballing. It is claimed that in the field of science alone between the years 1960 and 1970 there will be as much material published as has been from the time of creation up to 1960. Then from 1970 to 1980 this will be duplicated, with the same increase repeated each two years thereafter. This applies to almost every subject area.

What is the answer? No one can claim to have the correct answer, but as long as America is free and permitted to carry on research, the American educators will meet this challenge. It has been found that with the proper use of audio visuals, learning can be increased as much as 300% and with a reduction of more than 13% teaching time. One of the newest audio visual mediums is the overhead projector. It has many possibilities that we want to explore here.

Daniel R. Martin is Audio-Visual Director of Snyder High School in Snyder, Texas. He is a long time member of TEXAVED and is now serving as a member of TEXAVED'S board of directors. Mr. Martin has been a pioneer in the use of overhead projection in Texas schools. The work with this medium that has been done in Snyder has brought wide recognition to both Mr. Martin and the Snyder school district.

The overhead projector has many advantages. It permits the projection of very large images within a minimum of distance. An 8½ by 11 inch slide can be projected to an image four feet square at a projection distance of 10 feet. It can be used in normally lighted rooms, requiring no blackout curtains nor flipping of light switches off and on thus elminating the break in the line of communication between instructor and students. Attention of the audience can be maintained with eye contact at all times.

One principle advantage of the overhead projector is its flexibility. With the use of overlay slides, the sequence of presentation can be adapted to any specific communication situation. The completed object can be shown first and then torn down to the basic figures, or the procedure can be reversed and the basic figures can be projected first and by adding slides to this a completed object can be built.

In overhead projection the student always has the "subjective" viewing angle. As the student sees the instructor pointing, writing, or arranging the image, he has the feeling that he himself is doing it. He sees the projection, the instructor, and his actions all at the same time. This is almost impossible in any other medium. When the student can only see the action, it is hard for him to identify himself with the person creating the action.

Overhead projection offers personalized presentation. The machine merely helps the instructor communicate rather than doing the communicating for him. The instructor can

Overhead projection can be used in fully lighted classrooms and allows full freedom to face students at all times.

be sure that the ideas he wishes to present are his ideas, and the method of presentation will be appropriate to him. But with the overhead projector the material to be projected is his own material and has been designed especially for him. In using commercially designed materials he would be compelled to adapt his ideas to the material.

The simplicity and versatility of handmade slides lend greatly to the adaptability of the overhead projector. One does not have to be a professional to prepare very effective visuals. Handmade slides are inexpensive and require very little time to prepare. One of the most popular of these is the Drafton slide. It has a finely etched surface which permits the use of a colored pencil, and it is possible to draw or write directly on the etched surface. After the slide has been constructed, the surface is sprayed with a clear plastic. When the plastic has dried, this slide can be projected as any other clear transparent slide.

Slides can also be made using projecto acetate carbon. The black-coated film blacks out the light, allowing a stylus to cut through the carbon thus leaving a white line on the screen. Other types of slides can be made from clear sheets of plastic upon which color felt pens may be used, and the clear acetate roll can be used the same way. A wax pencil will project on either type of slide. There are many other techniques which are effective in constructing handmade slides.

Machine made slides offer great possibilities although they are somewhat more expensive and difficult to construct. There are two kinds of machine made slides each of which has tremendous dynamic appeal.

The Transferon process involves the transfer of printed copy to a sheet of positive film which is projected on the overhead projector. Its main limitation is the fact that it will only project in black and white.

With the Diazo slide personalized instructon enables this type machine made slide to fit the instructor's purpose and needs. Color can be added to this slide which greatly enhances it, giving greater impact. This type slide utilizes the overlay which permits the instructor to start with a basic concept and by placing slides on top of the basic slide, a completed subject can be constructed step by step and each step will have a different color so the student will see how its fits into the overall picture.

In the construction of machine slides, one of the most difficult and time consuming processes is the development of ideas and the construction of master copies. If it were possible to share these masters with others a great advancement in the use of this medium

(*continued on page* 12)

A complete kit for the preparation of overhead projection materials using Transferon and Diazo process.

Education and Communication Tools

ROBERT P. BROWN

A former teacher and elementary principal, Mr. Brown is Educational Consultant and Manager of the Development Department of Encyclopedia Britannica Films.

Mr. Brown is well known for his dynamic and effective in-service training presentations on the use of film media in teaching.

Educators are vitally concerned with the field of communication for this is their job — transmitting knowledge, information and understanding. As in the past history of this country, revolutions have taken place in the areas of communication as the needs for expansion were brought into sharp focus. Today, there is a need for evaluation of the communication devices available to teachers in conducting the important instructional program in the schools of this country.

From the beginning of time, man has been equipped for audio-visual communications. He has had eyes that could see the full horizon of his very small and limited world. His ears could hear sounds, and his voice could be heard. He used these tools to learn the things he had to learn to survive, to defend himself, to shelter himself and his family in his very primitive world. He learned the things necessary to his existence by watching, by listening, by being told, and he taught them to his children by word of mouth.

But as man's world grew bigger, no longer was a personal type of communication possible. No longer could he see and hear the people across the river, across the mountains. His ears, his eyes, and his voice could not now be used to communicate with man in this increasingly larger world. Man fought desperately to overcome these imposed limitations of communications. Boats were built to cross the river, horses were captured and subdued for transportation over the mountains, but the world kept getting bigger and the horizon of man kept receding.

Finally, to overcome these limitations, an alphabet was devised; a code by which man could communicate through the use of the printed word, and some of the limitations were lifted. With the advent of the printing press came the first great step in the revolution in the area of communicating ideas and understanding. Now new limitations were placed upon man to develop the skills necessary to interpret these strange looking symbols we call our printed alphabet, as well as devising means to transport the printed word. However, over the years it has been possible through an arrangement of these twenty-six symbols we call our alphabet to give the world some of the world's great literature — to make available to all peoples Milton's immortal words in PARADISE LOST, the great plays of Shakespeare. Through the use of the twenty-six symbols it is possible for peoples throughout the world to thrill to "Four score and seven years ago", in Lincoln's great Gettysburg address.

Today teachers rely exclusively upon the spoken and written world as they communicate with students in the schools.

In the span of our lifetime another great step was taken in his area of communication, for man developed the radio. Now it was possible to send his voice around the world, across the highest mountain, across the widest sea, wherever man would now listen. But this method of communication was one of verbalism only — hearing words that described something but without true meaning and understanding.

With the development of photography and the motion picture, another advance was made in this revolution of communications. Thirty-three years ago man was able to match

the sights on motion picture film with sound, and the educational sound motion picture became a reality and another advance in mass communication came on the scene. Finally, with the advent of television man could throw both pictures and sounds across the skies in a split second. Now man had recovered the sight of his eyes, the use of his voice, and the hearing of his ears. His horizon had expanded and new doors were opened in communicating with man.

To educators, one of the most powerful tools resulting from the revolution in communications is the sound motion picture, for the educational film producer has available techniques which can be incorporated in film production which will result in a unique contribution in the field of instruction.

In our schools today we have students from homes with great differences in cultural resources and background and very mixed backgrounds of experience. The teacher faces tremendous problems in communicating to the very different levels of perception and understanding of students. But films can give this important common background of experience and understanding so necessary if real learning is to take place in the classroom.

Through films a boy in Post, Texas, can visit a home of a Japanese child. He can see the foods on the dinner table of this Japanese family, he can learn of the job held by the father of the family, observe a mother of a family in Japan preparing a meal, visit a Japanese school, and see Japanese children at play. Any place in the world can be brought into any classroom for wherever the cameraman can go, he can record on film in realistic form what has been seen. Films can give a true understanding of peoples throughout the world.

It is a unique contribution when through films the past may be made to live again and students can identify themselves with the great significant events of history. Each student may have a front row seat as Ben Franklin addresses the Assembly in Philadelphia or may ride in a covered wagon as the great Westward Movement opened a new era in the history of this country.

When we may look inside an apparently solid object through the magic of the X-ray camera; when an amoeba can be magnified two thousand times through the use of microphotography, when a student may see inside a human heart and see it beating, then we see the unique contributions films can make to the instructional program. When through the use of time-lapse photography it is possible to encompass the five week process of metamorphosis in an eleven minute film and give understanding and meaning to this process, we have an indication of another of the unique contribution films can make to the learning process. The world's great art and music can be brought to any classroom through the medium of films. Many hours of laborious explanation by a teacher can be compressed in a sound motion picture creating meaningful experiences which shall lead to understanding and true learning in the educative process.

Even though the film may make many really unique contributions to the instructional program, the teacher, however, becomes the master craftsman using this tool of instruction in the classroom. Teachers can make the showing another picture show, or it can be made a guided learning experience directed by the teacher.

If teachers are to make the film showing a guided learning experience, certain techniques are necessary to be employed regardless of the level at which the films are to be used.

1. It becomes important for the teacher to set up with the members of the class specific objectives to be realized from the film showing, and guide the viewing of the students. Teachers will need to have previewed the film (or at least read the film guide) in advance, so the concepts developed by the film are known.

2. After the objectives are set up with the class members, then the film is shown.

3. After the film showing the teacher uses the important common background of experience and can do important, significant teaching. If the concepts developed in the film were not understood by the students during the first showing, it may be necessary to show the film a second or even a third time.

4. Follow-up activities can now become a part of the guided learning experience, for the film opens many avenues for additional study, additional research and other activities.

If teachers will follow these four simple steps in film usage, the film can become one of the most powerful education influences that exists in the world today. Research proves that when films are properly used, students will remember 35% more and retain this information 55% longer. If these research figures are correct, it behooves each

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First TEA Media Project Workshop Successful

The participants in the 1961 TEA Summer Media Workshop.

ROYCE KING

The TEA Summer Project Workshop sponsored by the Division of Instructional Media was completed amid smiles and enthusiasm.

The group was composed basically of teachers who knew little about audio-visual devices in the beginning, but broadened their knowledge considerably in the four weeks of the workshop. The total group consisted of five teachers from each of the subject matter areas of science, mathematics, modern foreign languages, social studies, and English.

Each of the teachers developed two subject matter demonstrations which will be presented in four or five regional conferences this fall. The teachers were asked to select a segment of subject matter and develop this by implementing various media when applicable. Many outstanding demonstrations were developed utilizing a wide range of media.

The overhead projector drew the widest use by the teachers; but television, films, slides, programmed instruction, electronic laboratories, and many of the more traditional devices and materials were used quite frequently.

Many of the teachers developed improvised devices to fit their particular interests, such as Mr. Harold Tate's winding function machine and Mr. Oscar Kellner's atom display. Most of the visuals were teacher made, although an art staff was available to assist them.

This successful project is really the end of the beginning for the newly created Division of Instructional Media of the Texas Education Agency. It marks the end of a six months period of hectic planning and preparation and the successful beginning of a six month period of similar regional conferences to be held in San Angelo (September 25-29), Denton (October 23-27), Beaumont (November 13-17), Corpus Christi (December 4-8), and possibly a fifth one to be held in the Rio Grande Valley in January. As the dates indicate, these conferences will be a full week in duration with math, science, and modern foreign languages demonstrations be-

Staff of the TEA Division of Instructional Media. L to R Kinnell, King, Reddon, Greer, St. Clair.

A science demonstration in progress.

On the left above the math group is shown in session. On the right above is Harold Tate's Winding Function Demonstration.

ing presented on Monday and Tuesday and social studies and English demonstrations on Thursday and Friday. In the conferences, each demonstration will be approximately thirty minutes in length and an hour-long critique session will follow. It is hoped that the audience for each demonstration will be limited to approximately thirty so that in the critique sessions to follow, all questions may be answered concerning what was observed.

The conference staff was headed by: William T. Kinniell, Miss Ann Greer, Miss Mary Jo Redding, and Royce King, all of Austin.

Those attending were: Oscar Kellner, Orange; Mrs. Nettie Shaw, Carthage; Gladys Henniger, Austin; Herbert Overfield, Austin; and Gene Phillips, Austin representing Science.

Those who represented Social Studies were: Mrs. Hazel Littrell, Richardson; Duane Christian, Corpus Christi; Miss Ora Alice Newman, San Angelo; Mrs. Eloise Howard, Orange; Terrell Stansell, Port Arthur; and Mel Lemos, Corpus Christi.

Modern foreign language teachers attending were; Miss Colleen Slaughter, Big Spring; Miss Berta Cabaza, San Benito; Miss Maria Ramirez, Laredo; and Miss Jamell Elias, El Paso.

Those representing English were: Mrs. Ozella Dew, Tyler Mrs. Martha Smith, Carthage; Ed Wilds, Denison; and Mrs. Helen Reid, Port Arthur.

Math teachers attending were: Harold Tate, Houston; James E. Carson, Pasadena; Miss Faye Ann Clinton, Greenville; Mrs. Laudine Cotten, McAllen; and Harlan Smith, Lubbock.

Below left is an English Demonstration in progress. Below right shows A. V. devices used in Nettie Shaw's "Space" demon*stration in science.*

An Outstanding Program is Planned For the

TEXAVED FALL CONFERENCE

JIM HARDIE
TEXAVED PRESIDENT

The TEXAVED 1961 Fall Conference will find its setting on tropical Galveston Island, October 15th through 18th. A record breaking attendance is anticipated as an outstanding program is planned. The fabulous Jack Tar Hotel will be official Conference Headquarters for the conference.

The program, designed to be of broad interest, has as its purpose, "To study the role of the teacher, audio-visual resources and the newer educational media, in the teaching-learning process."

The conference theme: "FACING NEW COMMUNICATIONS FRONTIERS IN EDUCATION."

The tentative program design is as follows:

PRE-CONFERENCE ACTIVITIES

Sunday, October 15, 1961

2:00 *p.m.* — 4:30 *p.m.*

TEXAVED BOARD OF DIRECTORS MEETING

2:30 *p.m.* — 7:00 *p.m.*

REGISTRATION FOR THE CONFERENCE

3:00 *p.m.* — 4:15 *p.m.*

SIGHT-SEEING TRIP OF GALVESTON

4:30 *p.m.* — 5:30 *p.m.*

COFFEE TIME ON THE POOP DECK

BEGINNING
OF CONFERENCE MEETINGS

Sunday, October 15, 1961

7:00 *p.m.* — 8:45 *p.m.*

FIRST GENERAL SESSION

KEY NOTE ADDRESS: "National Trends in Curriculum Development: Implications for Instruction"

KEY NOTE SPEAKER: Dr. Ernest Tiemann, President, Department of Audio-visual Instruction National Education Association, and Executive Secretary, TEXAVED

9:00 *p.m.* - 10:30 *p.m.*

PRESIDENTS RECEPTION FOR ALL PARTICIPANTS AT THE CONFERENCE

Monday, October 16, 1961

9:00 *am.* — 10:15 *a.m.*

SECOND GENERAL SESSION

ADDRESS: "New Frontiers in Education: Organizational plans and action programs of the Texas State Dept. of Education."

SPEAKER: Dr. Lee Wilborn, Assistant Commissioner of Education, Texas Education Agency and staff.

10:15 *a.m.* — 10:45 *a.m.*

COFFEE BREAK

10:45 *a.m.* — 12:00 *noon*

GROUP DISCUSSIONS (Participants may attend one of five groups)

Group 1. What should be the role of the text-book in the teaching-learning process?

Group 2. What should be the role of the library in the teaching-learning process?

Group 3. What should be the role of the central resource center (A-V Department) in the teaching-learning. process?

Group 4. What should be the role of television in the teaching-learning process?

Group 5. What should be the role of teaching machines and programmed learning in the teaching-learning process?

12:15 *p.m.* — 2:00 *p.m.*

LUNCHEON

PRESIDENT'S REPORT: "National Image Building"

LUNCHEON SPEAKER: "Your DAVI in Action," a visualized presentation. Mrs. Mickey Bloodworth, Convention Coordinator, Department of Audio-visual Instruction, National Education Association, Washington, D. C.

3:00 *p.m.* — 4:30 *p.m.*

THIRD GENERAL SESSION

REPORTS: Representatives from each of the five discussion groups will report on the morning discussions.

7:00 *p.m.* - 9:00 *p.m.*

DEMONSTRATIONS: Demonstrations will be performed showing the uses of various audio-visual and newer media resources. Demonstrations to be performed by selected members of TEXAVED, and members of the Texas Education Agency's Dissemination Project teams.

Tuesday, October 17, 1961

8:45 *a.m.* - 10:15 *a.m.*

FOURTH GENERAL SESSION

SECTIONAL MEETINGS: Participants will break up into section interest groups.

Sectional Group 1. College and University.

Sectional Group 2. System-wide Programs

Sectional Group 3. County and Cooperative Programs

Sectional Group 4. Individual Building Programs

Sectional Group 5. Commercial Dealers

Sectional Group 6. Religious Education

Sectional Group 7. Business and Industry Training Programs.

10:15 *a.m.* - 10:45 *a.m.*

COFFEE BREAK

10:45 *a.m.* — 12:15 *p.m.*

TEXAVED BUSINESS MEETING, INSTALLATION OF NEW OFFICERS

12:30 *p.m.*

LUNCH (Everyone on their own)

12:30 *p.m.* — 2:30 *p.m.*

TEXAVED BOARD OF DIRECTORS LUNCHEON MEETING

3:00 *pm.* — 4:15 *p.m.*

EDUCATIONAL TELEVISION WORKSHOP BEGINS

PRESIDING: Dr. Harold Wigren, Consultant in Educational Television, National Education Association, Washington, D. C.

Demonstration: Phonoscope Television utilized in the elementary schools of the Galveston Public Schools. (Phonoscope Television provides a new concept in television communication, with two-way studio and schools, and between schools. The Galveston installation was the first program designed to utilize two-way television communication for educational purposes.)

7:00 *p.m.* — 8:30 *p.m.*

BRAINSTORMING BY TELEVISION ABOUT EDUCATIONAL TELEVISION

Wednesday, October 18, 1961

9:00 *am.* — 12:00 *noon*

EDUCATIONAL TELEVISION WORKSHOP, *continued.*

PRESIDING: Dr. Harold Wigren, Consultant in Educational Television, National Education Association, Washington, D. C.

12:00 *noon*

TEXAVED FALL CONFERENCE ENDS

As you can see, many new dimensions have been added to this years conference. In addition, those planning to attend the conference will be provided the opportunity to preregister in order to save the usual time lost while standing in line.

Yes, an outstanding program is in the making. Make your plans to attend now.

EDUCATION AND COMMUNICATION TOOLS

(*continued from page* 7)

educator to incorporate these film showing techniques into the methods of teaching employed.

We are today living in a most decisive moment of history, baffling to all of us. We are living in an ever-changing, unstable world — a world which is a battleground for the struggle of ideas and for the possession of the mind and the spirit of man. We have a big job of education to do if mankind is to survive and move ahead. This is the challenge to educators for they must plan the course we are to take toward the kind of tomorrow we want. As always educators move slowly and cautiously in the acceptance of new ideas and methods. However, there are many implications for teachers in the use of the tools available to them as a result of the communications revolution. As educators, we can, as we are too often prone to do, take the "It won't work attitude", or we can explore the potentials available to us in the modern, efficient tools of the teaching profession — tools which shall give a teacher more arms, more legs, more voices to do the important job needing to be done today — tools which can be incorporated in the teaching techniques employed which shall assist in making teachers more efficient and productive in the classroom.

"MORE TO BE TAUGHT TO MORE"

(*continued from page* 5)

could be achieved in Texas and perhaps the nation. To do this a clearing house could be established where a control could be obtained in receiving and issuing such material. This procedure has been proposed on a national level but at this time very little has been done about it.

In Biology the life cycle of a plant can be revealed in a dramatic and realtistic way. By starting with a given step as the base and flipping a color slide on top of it that reveals the next step, the complete picture can be projected. This can be shown with a flat picture, but all the steps are shown at one time and

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it is difficult for the student to see how each step relates to the others.

In General Science the construction of the human body complete with relative functions is possible by the use of overlay slides. Starting with a slide of the anatomy, each vital organ of the body, on individual slides can be added to make the completed picture.

In English the diagraming of sentences can be done by overlays with color injected. In this manner the different parts of the sentences can be clearly defined and easily understood.

Graphs, illustrations and maps used in Social Studies can be projected. The United States and its expansion can be illustrated in such a way that the student gets a clear concept. By using overlay slides and starting with early exploration, as each step is introduced, the student can look to the east and see what has already happened and as he looks to the west, he will ask what is to follow this step.

Overlay slides can be very useful in teaching Bookkeeping. Business forms can be presented to meet the various needs of the instructor, eliminating the space and time required when using a chalk board. These slides are permanent and can be filed for future use.

The overhead projector is being used in the sewing classes of Homemaking to show clothing construction; in mechanical drawing, in agriculture, in foreign language; you name the subject area and the overhead projector will find its place. A Latin teacher using the overhead projector for the first time this year stated that he is far in advance of his anticipated progress. When asked his opinion of the overhead projector, he replied, "This group of students will receive more and retain more than any other class I've instructed."

Yes the overhead projector is just a medium and not a miracle machine. It will never replace the teacher nor remove the other wonderful mediums that can be used to improve instruction. Our dedicated teachers, with the aid of overhead projectors and other mediums of instruction, will accept with confidence the challenge of "more to be taught to more."

EDUCATIONAL TELEVISION: AN ASSESSMENT

(*continued from page* 3)

can be little doubt that the profession needs to look more closely at the television medium particularly as it relates to other media and its overall contribution to the teaching and learning process. Guidelines need to be established by the profession in charting its future use. I hope to suggest some of these later in these articles. Among those raising pertinent questions — and rightly so, I think — has been Wells Foshay of Teachers College, Columbia University. In a recent paper before the School Library Conference held at Teachers College he comments that "educational television is at a critical point in its development". It is passing from phase one of its development, a stage he describes as "that of sheer promotion of the use of television at all costs by fair means and foul for use in schools" into phase two "wherein the medium will have to find its right place in education". "This place may turn out to be dominant, or subordinate; it may be central or peripheral", says Foshay. "It is conceivable that television will go the way of the 35 mm film projector, the stereopticon and indeed, of educational radio unless the current trend of events is somehow changed." Foshay reminds us that the experimentation carried on so far has not really risen above the question that was asked of these other media which have now passed into educational limbo; i.e. how does television compare with conventional methods? This is unfortunate because this is *not* the question which should be asked at all. Rather we should stress that "each medium has its special property, and presents a special possibility for education. As long as we continue to try to do the usual things with television, we are running the risk of losing these special opportunities." Marshall McLuhan of Toronto further reminds us that every new medium on the educational scene tends to brainwash the older media and, not until the new appears, do we really see in bold relief the true and relative function of the older ones.

II. DEMONSTRATED CONTRIBUTIONS OF TELEVISION TO EDUCATION

A. These Things We Know

After nine years of use of the medium in our educational programs, what can be said with assurance about the demonstrated contributions of television to education? There are some things TV can do and do well. On the basis of our experience to date, I feel we can pledge allegiance to several contributions:

1. *Television Can Effectively Serve as a Presenter of Information*

We know that viewers (both children and adults) learn many things (some worthwhile; some not-so-worthwhile) from their television viewing. Never before have students had such wide access to so much information about their world as today. Today's second grader, for example, is far beyond the second grader of a decade ago in his knowledge of his world, his vocabulary, and in his improved attitudes toward other people. His televiewing 24 to 26 hours average per week has given him a store-house of information at his fingertips.

Research on television's use in the classroom has shown repeatedly that students taught by TV learn content about as well, and sometimes better, than those in conventional classrooms. This leads some to say "You can *teach* by television as effectively as in conventional classes". And you can indeed *if* what you mean by "teaching" is "lecturing and demonstrating". And most teaching in classrooms today is of just this variety! TV is used in this way to teach whole courses or segments of courses and with considerable success. This has made possible instruction to student populations in rural areas where instructors are scarce or where classes in individual schools tend to be too small to justify the expense of a teacher.

2. *Television Can Serve Effectively as a Stimulator and Motivator of Learning*

Television has shown that it can serve as a springboard for many worthwhile learning opportunities in a variety of curriculum areas. This may well be its chief function in the classroom — as a stimulator and exciter of learning. If television can build a fire, get learners steamed up, create in them the desire to learn more "on their own", it has made the most enduring contribution possible to teaching and learning. An effective TV presentation should capture student interest and set the stage for learning.

3. *Television Can Serve As a Builder of Teacher Competencies*

TV can be an effective tool both for the pre-service education of teachers and for the in-service growth of teachers on the job. Several institutions have experimented with

the use of television as a means of observing children at work or at play and as a means of observing a demonstration teacher at work in a classroom setting. Among the teacher training institutions using television in these areas are Hunter College, Brockport State Teachers College, San Jose College, Chicago Teachers College. In-service education in many school systems now encompasses the use of television on a regular basis after school hours. In some of the larger school districts, faculty meetings via television have become a reality wherein programs have been planned for the entire teaching personnel, for teachers of a given subject, or for teachers of a given grade level, as needed. Demonstrations, interviews with visiting consultants, panels, fireside chats with the superintendent or other staff members, in-service educational films — all have been done on TV with success by various school systems. Principals, in those systems where television is being used to improve the quality of teaching, affirm that television in-service programs accomplish several purposes:

They keep teachers abreast of new developments in a particular content area and furnish a way of keeping course content up-to-date. As such, they bring fresh access to up-to-the-minute information within reach of every class.

They acquaint teachers with new methods of presenting information, new teaching techniques and ways of using resources more effectively to accomplish a specific teaching purpose.

They provide a means of introducing new materials and resources for possible classroom use.

They provide an opportunity to get better acquainted with the superintendent and his staff.

They clarify policy and procedures for all concerned.

The central purpose in all in-service uses of television should be to encourage teachers to become better teachers, rather than do the teaching for them. It should be pointed out too, that many in-school programs have in-service value for teachers. Teachers tend to become better teachers when they can see other good teachers at work. Supervisors report that television has served to spread new ideas faster in both methodology and content. Television programs, as demonstrations of good teaching, have been especially valuable to the new teacher and the one with limited teaching background. Such programs have also served as a "refresher" or booster experience for the more experienced teacher. *Continental Classroom* might be cited as one example here.

4. *Television Serves as a Sharer of Resources and Resource Persons*

This contribution is one most frequently mentioned by those using television most extensively. Under this heading are included such areas as:

Sharing with many classrooms *resource persons* from the local community, state, and national life who might be available for only brief visits. (Visiting dignitaries, authors, artists, chemists, persons with unusual hobbies, persons who have traveled or lived in countries being studied in the curriculum, representatives of government agencies.)

Making available to many classrooms resource materials (demonstration kits, realia, artifacts, models, museum pieces, historical objects) which cannot be provided every classroom, particularly the resources of one's own region which are not available commercially.

Making possible the widespread access to every classroom of ourstanding visuals and graphic materials which teachers themselves do not have time or skill to prepare or which cannot be produced in sufficient quantity to provide for every classroom.

Providing for many classrooms field trips to places otherwise inaccessible or unavailable to student groups (the port, a farm, a chemical plant, a historical home or point of interest, a visit to the city hall, etc.).

Sharing outstanding teaching personnel with many classrooms (university lecturers, itinerant music, art or foreign language teachers, teachers with special competencies or experimental backgrounds).

Sharing films which are needed most frequently (seasonal and holiday).

Television is serving in many localities as a coordinator of community resources, a catalyst to bring together resources and resource persons to enrich and broaden classroom experiences. While, in some instances, the thrill of having an outstanding person visit your classroom is far more exciting than having him appear on television, yet it is usually a practical impossibility for such an individual to visit in more than two or three classrooms during one day, in addition to his other responsibilities.

5. *Television Can Be a Powerful Demonstration Magnifier*

(*continued on the next page*)

(*continued from preceding page*)

Repeatedly, television has shown its unique ability to magnify a demonstration so that "all might see". Through its ability to provide close-ups and to focus on step-by-step procedures, television has been used effectively in presenting science techniques and demonstrations. Objects too tiny, too intricate, too costly, too rare, or too dangerous to be taken to, or shown in, individual classrooms can now be seen easily on the television screen so that every student in the class might have a front-row seat. As a case in point, the Texas Dental School in Houston has designed its new building especially for television use. Instead of conventional lecture halls, the school has been built with a large number of laboratory carrels each accommodating from four to six students with a television receiver in each carrel in easy viewing of each student. This enables students to have close-up viewing of lecture-demonstrations and to follow the instructor in laboratory work. Students frequently report that they are able to see a task or surgical operation more distinctly than in conventional classroom situations because the task is portrayed from the viewing angle which would be assumed by the learner in performing the skill. This use of television is particularly suited to closed-circuit television operations wherein television can be used as a teaching aid much as is the overhead projector or tape recorder. It does not have to be "programmed" but is instead a resource which is used when the need arises within the classroom setting.

Television has also enabled smaller school systems to have access to facilities and demonstrations which they could not possibly have on their own.

6. *Television Can Serve to Reinforce Basic Principles and Concepts Difficult to Teach*

In planning for the use of television in a given subject area, the speaker has found it essential to build programs around pupil and teacher needs. He has followed the practice of meeting with teachers who are likely to receive the programs to determine the difficult points, principles or concepts in their teaching units wherein they would like to receive outside assistance. Sometimes this can be done best simply by the preparation of transparencies for use by the teacher on an overhead projector; again, the trouble spot might call for fuller treatment in the form of a television program, or series of programs, designed to give help with a given concept or unit of work. When used for this purpose, teachers welcome television as a powerful supportive tool which stands ready to help when needed most.

B. Fringe Benefits — These Things Seem To Be So

Those school districts which use television regularly are pointing to certain other contributions which television *seems* to be making to the educational program. These might be listed as incidental contributions, or even considered as "fringe benefits." While these would not be the primary reason for using the medium, they are nevertheless plus factors which should be considered in any evaluation of contributions which television can make to education. Although more research is needed to substantiate most of these, it is becoming increasingly evident that television's advent has brought about certain concomitant contributions which need to be mentioned. These might be summarized as follows:

1. *Television is Promoting Teamwork Between Members of the Staff*

The concept of team teaching is being exemplified over and over in the use of television, wherein television teacher, classroom teacher, supervisor, curriculum worker, materials specialist, all are working together to accomplish a given goal. Uniformly, those systems using television attest to its value in building staff rapport in reaching common objectives, with each staff member having a role to play. Television seems to necessitate a staff "togetherness" without which the endeavor would fail. The question which arises is, "what will happen to this teamwork concomitant with the advent of MPATI where the classroom teacher is separated by many miles from the television teacher?"

2. *Television is Prompting Us to Re-examine Our Educational Practices*

Reports from television experiments in Hagerstown and Evanston, Illinois, mention that television is giving classroom teachers more time for planning, more time for work with individual students, and more time to observe and study pupils. Some of the educational procedures which have been accepted for years as standard and never-to-be-questioned are being subject to re-examination. As a result, new ways of scheduling, new concepts of pupil-teacher ratios, and even new ideas in building construction are coming into being. Television is causing us to examine those things which can be presented effec-

tively to large groups and those which require small group interaction. All of this is a healthy sign and one that keeps the profession alert for new and more efficient ways of accomplishing our objectives. Again, it must be pointed out that just because the procedure may be "new" does not make it necessarily "good". We are not searching as much for a *new* way as for a *better* way. It is possible in some cases that the *old* might be best.

3. *Television is Causing Us to Re-examine Our Basic Beliefs About Learning*

The door is never closed on learning more about learning. Each generation of educators must reinterpret and rediscover for itself what it really believes about learning and the way in which learning takes place. This does not mean that everything we know about learning should automatically be discarded; it may, in fact, mean a rededication to fundamental tenets on which currenly we steer our course. The fact remains that school districts using television are asking themselves some fundamental questions regarding *learning* in order to determine ways in which the medium can be used in keeping with sound principles of learning.

III. SOME PROBLEMS REQUIRING OUR BEST THINKING

In using television we are encountering certain problems which need to be reassessed, solved and/or compensated for as we move ahead with our use of the medium.

1. *The Restricted Concept of the Nature of Teaching and Learning Which Seems To Prevail*

It is a source of concern that the concept of teaching and learning on which so much educational television programming is based is so narrowly conceived. If one of the "fringe benefits" of using educational television is that a re-examination of learning itself will take place, it would be hoped that such a re-study would result in broadening (and not narrowing) our concept of the nature of learning. Unfortunately, however, if our practices reveal what we *really* believe, most television presentations for in-school consumption are essentially visualized lecture

(*continued on the next page*)

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(*continued from preceding page*)

presentations — sometimes not even visualized!

A recent NEA Seminar, after hearing from psychologists, learning theorists and sociologists, identified some generalizations which they felt could be made about learning. I have had these duplicated and have them available today for those of you who may wish to have them. These generalizations should apply equally well to our use of television, as they do to classroom situations. The real difficulty comes when we attempt to make this transformation, or bridge between theory and practice. As a case in point, we know that learners must be active in the learning process and that "discovery" is an important ingredient in learning. Yet, we continue to give lecture presentations by television to all youngsters regardless of grade level. Not all information need be "presented" to youngsters — that it is important for learners to have the thrill of discovering some things for themselves by their own use of materials and resources. They can learn to use television as they learn to use books — as sources of information. And television, wisely used, can be a source as well as a resource. Television programs can be so planned, but admittedly these are not as easy to execute as are visualized lectures!

2. *Importance of Interaction in Learning*

Television has limited feed-back potential. It is a one-way communications tool. Because of this, the TV teacher is unable to assess the reactions of his class as he progresses. In face-to-face classroom situations, most of our teaching is built on these "clues". Interaction, it is true, is not essential in *all* teaching-learning situations but it is an important ingredient in most, especially where cognitive and perceptual learning is concerned. We must be alert to ways in which this lack might be compensated for or overcome. To be sure, it cannot be *completely* overcome, but the television teacher can do somethings to improve interaction in the kinds of questions he asks, or in the responses he evokes. The classroom teacher, too, can do some things — in the way he follows up the program or uses it to accomplish an objective. The viewer (learner) himself can make some adaptation — by improving his skill of learning from television.

3. *The Problems of Adapting the Medium to Individual Differences Among Learners*

Essentially because television is a mass tool it is difficult, if not impossible, to adapt to all individuals within a given class. Its pace will be too fast for some, too slow for others. By giving the same diet to everyone we are running the risk of fostering rigidity and conformity rather than freeing the learner from individualized learning. All learners do not need the *same* experience. Ideally, we should prescribe for our students, as physicians prescribe for their patients, different types of resources in different quantities for different needs. Unfortunately, however, most in-school television programs have been planned (and this will be further complicated by MPATI) for maximum viewing audiences of hundreds and thousands of youngsters rather than for individual learners. This has been called (affectionately) "intellectual cropdusting". In fact, this is precisely the same thing the medical profession fears in its pronouncements against socialized medicine. This is in a sense socialization of education wherein the individual is lost in the mass and the teacher no longer has "local control and initiative" in his classroom situation.

4. *The Problem of Adapting Televised Instruction to Local Curriculum Needs*

Likewise, when television is used to transmit "lessons" originating at a central source, (sometimes hundred of miles away as in the case of Airborne TV) it is not easily adapted to the needs of local schools with differing teaching situations. Programs produced on a regional or national basis will need adaptation for local use. When classroom teachers are in a situation where they must follow the "leads" of the television teacher, there is danger that the initiative will be taken from the classroom teacher who should know best the needs of his group. When this occurs, the teacher no longer has "local control and initiative" in determining his classroom agenda. He must adjust his teaching to the television presentation instead of using television to fit his needs. This is somewhat the same problem I face when I write a speech! I am always tempted to write my talk around the visuals I already have on hand, rather than design visuals to illustrate the talk. With the advent of regional and national educational television networks, one might raise the question as to what this will do to local curriculum planning. Is there a danger that the local curriculum will become subservient to, or submerged in, larger curriculum patterns? Or, will combinations of these patterns develop?

5. *The Problem of Selection of Experiences by Teachers and Learners*

If the teacher is to be guide of learning, he must be able to select, with and for learners, those resources which are most needed for the realization of learning goals. He knows when the learner is "ready" for an experience and he knows, too, that all learners are not ready at the same moment!

One of the greatest problems in using television is that the program comes into the classroom on a scheduled basis, regardless of whether or not the learner, teacher, or class is "ready", or prepared, for the program. Infrequent are the times when it can be used in response to a need or a problem as can be done with a film or a book. Yet we know that "readiness" varies from class to class, and even from individual to individual. Because, to date, there has been little or no way to preview a television program, kinescope, or tape, the problem becomes even more complicated. Gradually, tape libraries will become a possibility and choices can be made.

One might ask, "How can a teacher introduce a program or even follow it up when he does not know what the program purposes to do?". Teacher's guides are essential and sometimes sufficient. But there is no real substitute for the teacher himself having the experience before taking valuable time for a program which "doesn't fit."

6 *The Role of the Teacher and the Role of the Medium*

An ever-recurring question seems to be, what is the role of the teacher and the role of the medium?". Does the teacher simply do those things that are "left over" that machines can't do? Is the classroom teacher to be relegated to the role of "following up" the television teacher? If so, what challenge would the profession offer prospective teacher recruits.

Donald Snygg says: "The greatest teacher is the person who helps the student believe in himself, who helps him to discover his talents and values, to see himself as a creative, socially-responsible person. While such a teacher can find his effectiveness greatly increased by appropriate devices and materials, it does not seem that he can ever be replaced by them."

We should make every effort to look at the total teaching-learning relationship and designate those parts, or aspects, which can be done by television, which can be done by other resources, and which can be done only by the teacher.

TO BE CONTINUED

LEGISLATIVE REPORT

THE AFTERMATH

The legislative battle is over for a while and the time has come for us all to take stock of gains and losses as far as eduction is concerned. The major effort, to raise teacher's salaries, can certainly be hailed as a victory for a better educational system in Texas. The teacher salary bill and its attendant riders that went through the legislature with it, are a tremendous boost for public education. But somewhere along the line, some of the lesser, but very important pieces of legislation, among them the film bill sponsored by TEXAVED, fell by the wayside.

During the school year, there will be ample time to discuss the reasons behind the failure of the bill. Yet already there is comment from some quarters that we will have to include it in a bill along with other needed educational objectives, broaden the scope of the legislative project, so to speak, if we wish to see it get through the next legislature.

At the opening of the special session, it was about an even bet that the film bill would be successful. As the session continued without settlement of the revenue bill, so vital to all the legislation, it became apparent that its chances of survival were getting slimmer and slimmer. On July 28, fifteen days after the session started, the House Committee favorably reported the film bill. It was passed by the House on July 31 and immediately sent to the Senate. There it died, during the crush of the last minute efforts to pass the tax bill. When the second special session was called to consider the teacher pay bill, the film bill was not among those introduced.

Thus ends the latest effort on the part of TEXAVED and other interested educational organizations in this state, to get a workable film bill through the legislature. Perhaps during the 1963 session, we will be able to pursue this important subject to a successful conclusion.

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Dr. Green to Give Illustrated Presentation at TSTA Session of TAIS

A meeting of interest to all concerned with improvement of instruction, and particularly the new challenge of supervision, will be held in Houston, October 22, as part of the Texas State Teachers Association Annual Convention.

Dr. John D. Greene, Director of Instruction, East Baton Rouge Parish School Board, Baton Rouge, Louisiana, will give an illustrated presentation to the afternoon session of the Texas Association of Instructional Supervisors, Friday, October 22. The Persian Room of the Rice Hotel will be the place. The time is 2:15.

All supervisors, superintendents, curriculum directors, principals, teachers, audio-visual specialists and librarians are invited to hear Dr. Greene. One of the writers of the 1958 Association for Supervision and Curriculum Development yearbook, "A Look at Continuity in the School Program", Dr. Greene has been a classroom teacher in elementary, junior and senior high schools, has taught in six colleges from undergraduate through doctoral level and has been a school principal and supervisor.

THE PREXY'S CORNER

JIM HARDIE

Texaved
President

A Reflective Perspective

My term as President of TEXAVED will soon be completed. By the time you receive

In reflecting over the progress of the organization during the past year, I believe one thing exceeds all others.

While our growth in numbers has been outstanding I feel that our membership growth has not been that of paramount importance to TEXAVED.

With this issue of our journal, we are completing our first successful year in developing an outstanding new publication. Having our own new publication is exciting, and the achievement should not be minimized, but this has not been the most significant accomplishment of our organization this past year.

The cooperative relationships with other professional education organizations, and with the Texas Education Agency have been greatly strengthened, and our prestige as an organization has reached new heights. These things, while important are not the most important accomplishments.

To me, the most significant achievement in our organization this past year, is the further development of a spirit of cooperation, vision, and dedication to the agreed job to be done. Wthout this total cooperative effort, this working togetherness, little would have been accomplished during the year.

While important gains have been made, the real test is yet to come. To consolidate, stabilize and maintain these gains, will be a far greater accomplishment than the initial success.

I am deeply appreciative of the way in which everyone has cooperated by assuming and fulfilling responsibilities this past year. We have come far, but our goals have not yet been fully realized, nor the permanence of our progress assured.

The new administration will need the support and encouragement of all of us, as they will have many difficulties to overcome.

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TEXAVED NEWS

Election of Officers Now Completed

The work of the nominating committee has been completed for the current year. Virginia Patterson as chairman of the committee has reported the election of officers for the coming year who will begin their duties on the final day of the Fall Conference. In addition to those named to new positions, several hold over members will return during the coming year. They include: Jim Hardie, who will be immediate past president, and holdover directors Dr. Quincy L. Atha, Daniel Martin, and Hugh Proctor.

The following are the new officers together with brief biographies outlining their professional activities.

B. I. BOYETT, President

B. I. (Mac) Boyett will move up from the position of president-elect to take over the reins of the organization as president following the fall meeting in October. Boyett has been active in TEXAVED work since 1955. He has served as a director and as vice president in addition to his service this year as president elect. At the present time, Mac is the Supervisor of Instructional Services for the Brazosport Schools in Freeport. He is a member of many state and national educational organizations including NEA, DAVI, TSTA, TEPS, ASCD, TAIS (first vice-president) and many others. On the local scene, he has served as vice president of the Brazosport Education Association, Executive Secretary and Director of the Brazoria County Museum Association, and a member of the Historical Survey Committee of Brazoria County.

During the last year, he served TEXAVED as Chairman of the Editorial Board and the Legislative Committee.

JAMES A. ROBERSON, President Elect

Another veteran TEXAVED worker, Dr. James A. Roberson will undertake the office of president elect. A charter member of TEXAVED, Dr. Roberson has served the organization as treasurer since 1957. He is Director of The Division of Special Activities of the Abilene Public Schools. Prior to assuming that position in 1956, he had experience as both a classroom teacher and administrator. Dr. Roberson is a life member of TSTA, and the Texas Congress of Parents and Teachers. In addition, he is a member of NEA, DAVI, NSSE, and ASCE.

NETTIE SHAW, Secretary

For the second straight year, Mrs. Nettie Shaw, classroom teacher and audio-visual director from Carthage, will serve as TEXAVED Secretary. Mrs. Shaw has had thirty years of varied experience in

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public education. She has been active on the local and state level in TSTA, PTA, and CTA for many years. She has been active in workshops and demonstrations, particularly in "cross media" applications. This summer she was one of 24 teachers in recent instructional Media Summer Workshop sponsored by the Texas Education Agency. Her continued presence in this important post is an asset to our organization.

J. D. STRICKLAND, Treasurer

Dr. J. D. Strickland, Director of Audio-Visual Education at Odessa College, will assume the Treasurer's job. A long-time, active member of TEXAVED, Dr. Strickland has also been in TSTA, TASCD, and DAVI, and the Texas Junior College Association. In addition, he has been an active member of Optimist International and the Masonic Lodge.

He has served at numerous in-service education meetings in West Texas and was Visiting Professor at Texas Tech College during the Second Summer term in 1961, in Audio-Visual education.

M. G. BOWDEN, Director

Dr. M. G. Bowden, principal of Casis and Dill Schools in Austin, has been elected a member of TEXAVED's Board of Director.

Dr. Bowden has been active in many state and national organizations. He is a member of Alpha Chi and Pi Gamma Mu.

He has served schools in Jourdanton, Victoria, and Coleman and has written articles for *Texas Outlook* and *Texas Parent Teacher*.

Dr. Bowden has served as a member of school evaluation teams in El Paso and Houston and as an evaluator of teacher training programs at Texas Wesleyan College and Rice Institute.

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He was the recipient of the Arthur C. Croft award for School Leadership as one of the top five principals in the United States in the search for "Principal of the Year."

G. C. CLAPP, Director

G. C. Clapp, Director of Audio-Visual services for Lubbock Public Schools, is one of the new members of TEXAVED'S Board of Directors.

Born in Granbury, Texas, Mr. Clapp received his B. S. from Daniel Baker and his M.Ed. from Texas Tech.

He has taught in Hood and Erath counties and in Hico and Levelland where he served as High School Principal from 1946 to 1953.

A charter member of TEXAVED, Mr. Clapp also is a member of TSTA, NEA, DAVI, and Phi Delta Kappa. He served during the past year as a member of the Publications Board.

BOYD MITCHELL, Director

Also assuming duties as a member of TEXAVED'S Board of Directors is Boyd Mitchell. He is Director of West Texas Co-op Audio-Visual Services, Texas Technological college. Before that he taught at Abernathy and Lubbock. He has also been Audio-Visual Director and Curriculum Director at Abernathy.

Mr. Mitchell received both his B. S. and his M.Ed from Texas Technological College. In addition, he has served as President of the Hale County Unit of the TSTA and has been active in many educational organizations.

TEXAVED
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An Editorial:

Big things have been happening in Texas Education during the Summer months. Not since 1949 and the advent of the Gilmer-Aiken proposals have so many significant events taken place.

Happy as we are about all this educational good that is being done, we would like to beat the drums a little longer and a little louder for one particular event that could mean more to audio-visual education than the passage of a first class film bill. I am writing, of course, about the workshop that was held by the Texas Education Agency's Division of Instructional Media.

This workshop *in itself* is not the cause for our excitement (to be sure, it was an excellent session from all reports, see page 8). What excites us is the fact that this is the first of several such workshops dealing with instructional media to be held around the state in accessible regional locations. In our estimation, this project will do more to demonstrate the great potential of audio-visual media and influence teaching practice in the local school districts than any which has been conceived in the past.

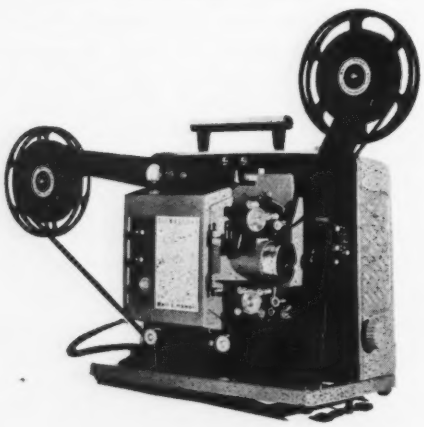
Evidence of the importance of the undertaking can be seen in the fact that the TEA has created a new division to carry out this specific assignment. Great credit goes to Dr. Edgar for his foresight and recognition of the need for such a project within the framework of the Texas Education Agency. Equally important has been the planning and groundwork of Dr. Ernest Tiemann, Director of the Visual Instruction Bureau at the University of Texas and Dr. Lee Wellborn of TEA.

Implementation of the concept has been in the hands of Mr. William T. Kinniell and the capable staff of the Division of Instructional Media.

TEXAVED has been behind this project from its inception, but it is one thing to support an idea and quite an another to actively participate in a program to carry out the idea.

The degree of success of this venture will be directly proportional to the enthusiastic participation of Texas educators in it. TEXAVED members can help insure the success of this project and TEXAVED's organizational aims of the same time by participating and promoting this vital project in their own localities.

John W. Dunn, Jr.



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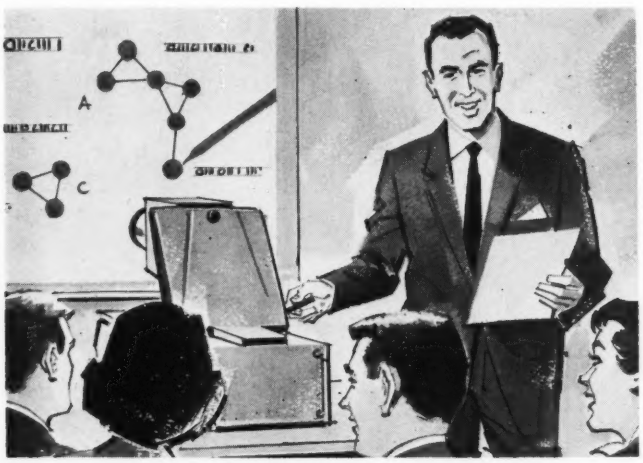

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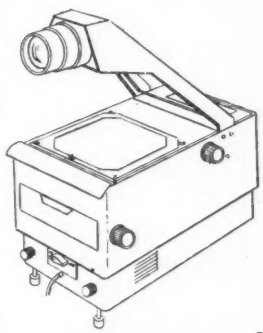

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